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ABSTRACT

The facilitator's manual offers information for conducting a workshop to teach regular educators, special educators, and parents of handicapped children the principles of team dynamics as they relate to decisions regarding the individualized education program (IEP). Participants are provided with three presentations designed to: offer an understanding of the interpersonal needs which can be reinforced through active participation on a team; to identify the two major functions (the task function and the interactive function) of a team and to encourage participants to take an active role in performing these functions in an IEP meeting; and to provide a rationale for establishing shared goals and clarifying role responsibilities in the IEP team. The texts of the three presentations are provided as well as step by step guidelines for two related activities. Among the topics covered are the stages of team development, team functions, effective team strategies, and roles in the IEP planning meeting. Various forms are included as well as a copy of the participant's handbook. (SB)

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THE TEAM APPROACH TO EDUCATIONAL DECISION-MAKING:

INCREASING THE EFFECTIVENESS OF IEP TEAMS

FACILITATOR'S MANUAL FOR MODULE TWO

COMPONENT ONE: TEAM DYNAMICS

BY

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COMPONENT ONE:

TEAM DYNAMICS

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COMPONENT ONE:
DIRECTIONS TO FACILITATOR

DIRECTIONS TO FACILITATOR - COMPONENT ONE

NOTE: AS YOU PROCEED THROUGH THIS SET OF DIRECTIONS, PLEASE REFER TO THE AGENDA, PRESENTATION TEXT, PARTICIPANT'S HANDBOOK AND ACTIVITIES.

COMPONENT ONE OF PARTICIPANT'S HANDBOOK

- Distribute entire INTRODUCTION and TEAM DYNAMICS sections of Participant's Handbook.
- Remind participants to stay on the page with accompanies facilitator's presentation.
- Allow participant's 5 minutes to read Goal statement, page 5 and complete Team Building Self-Assessment Form, pages 6 and 7.

PRESENTATION I - "INCLUDED, RESPECTED AND LIKED"

The purpose of this presentation is to provide participants with an understanding of the interpersonal needs which can be reinforced through active participation in a team. The stages of team development which are related to the reinforcement of these needs are also included.

Three Interpersonal Needs

- Instruct participants to turn to Concept Aid 1, page 8 in the Participant's Handbook.
- Present the material covered in the text. Be sure to cover the key points capitalized in the presentation.

✓ (Check for Understanding)

- Allow participants 5 minutes to fill out the Check for Understanding, pages 9 and 10.

Stages of Team Development

- Instruct participants to turn to Concept Aid 2, page 11, in the Handbook.
- Briefly present the stages of team development.

PRESENTATION II - "EVERYONE SHARES THE RESPONSIBILITY OF LEADERSHIP"

The purpose of this presentation is to identify the 2 major functions of a team and to encourage participants to take an active role in performing these functions in an IEP meeting. The concept of distributed leadership roles is also introduced to provide a rationale for all members to actively participate.

Team Functions

- Present the material covered in the text

KEY POINTS: TEAM HAS TWO FUNCTIONS; TASK OR WORK TO BE ACCOMPLISHED, INTERACTIVE OR MAINTAINING THE TEAM AS A WORKING UNIT.

EFFECTIVE TEAMS CAN BE ASSESSED BY:

- NOTING QUALITY AND AMOUNT OF WORK ACCOMPLISHED,
- THE AMOUNT OF MUTUAL UNDERSTANDING, RESPECT AND AFFECTION.

Distributed Leadership & Participation Skills

- Instruct participants to turn to Concept Aid 3, page 12.

KEY POINTS:
- TWO BASIC IDEAS OF DISTRIBUTED LEADERSHIP
  - ANY MEMBER MAY ASSUME THE ROLE OF LEADER BY TAKING ACTIONS WHICH SERVE THE TEAM FUNCTIONS.
  - ANY LEADERSHIP FUNCTION CAN BE SERVED BY DIFFERENT MEMBERS.
- PARTICIPATION SKILLS SERVE THE TASK AND INTERACTIVE FUNCTIONS OF A TEAM.

- Instruct participants to turn to Concept Aid 4, page 13, which lists both the Task and Interactive Skills.

Task Skills

- Briefly explain the first three task skills.
- Concentrate most of the instruction on the skills of:
  - Clarifying/Interpreting
  - Summarizing
  - Surveying for Consensus
- Allow time for participants to clarify any terms they don't understand.

- Point out that Concept Aid 5, page 14, provides a complete description of the terms and is included as a resource.

Interactive Skills

- Briefly explain all of the interactive skills.
- Concentrate the instruction on the skills of:
  - Encouraging
  - Harmonizing
  - Gate-Keeping
- Point out that Concept Aid 6, page 15, provides a complete description of the terms and is included as a resource.

Negative Roles

- Begin brief discussion by asking "What types of roles can team members play, which can prevent or inhibit the cohesiveness of a team?"
- Tie the discussion into negative roles described in text.
- Instruct participants to turn to Concept Aid 7, page 16.
- Point out that Concept Aid 8, page 17 and 18 provides more information on negative roles.

✓ (Check for Understanding)

- page 19, "Distributed Leadership" is led by the facilitator.
- Instruct participants to turn to ✓ page 19.

- Read the quotes on the page.
- Participant chooses the skill that matches the quote and shares the answer with the group.
- Tie this check of understanding into Activity 1 which follows.

ACTIVITY 1 - BUS DUTY: A MULTIPLE ROLE PLAY

The purpose of this activity is to provide participants with an opportunity to practice leadership skills. Process, materials, time required, etc., are included with the activity.

- Begin debriefing with Observer's report.
- Refer to questions provided for each stage of the Experiential Cycle.

ALTERNATE TO ACTIVITY 1 - IEP Planning Meeting: A Multiple Role Play

The purpose of this activity is to explore the effects of positive and negative behavior on the accomplishments of the team task. Process, materials, time required, etc. are included with the activity.

BREAK

PRESENTATION III - "SUCCESS STRATEGIES"

The purpose of this presentation is to provide a rationale for establishing shared goals, and clarifying role responsibilities in an IEP team. The characteristics of an effective team, including established goals and clear role responsibilities, are also covered.

Increasing Effectiveness

- Briefly present the material covered in the text.
- Emphasize the key points which appear in capital letters.
- Use this information as an introduction to An Effective Team and tie in with Activity 2.

An Effective Team

- Present the material on Effective Teams.
- Instruct participants to turn to Concept Aid 9, page 20.
- Briefly review the comparison between effective and ineffective teams.
- Using the comparison, lead a brief discussion of the participant's experience with IEP teams.
- Focus the discussion on goals and role responsiblities by asking questions such as:
  - "Did each member understand the type of information he/she was to share?"
  - "Did each member contribute to the IEP meeting?"

- "Was one person given the primary responsibility for accomplishing each goal?"
- "Did everyone understand the goals to be reached during the meeting?"

- Summarize the experiences of the participants.

Structuring for Success

- Review the major problems with IEP teams.
- Briefly present the TIP's for improving the effectiveness and productivity of IEP teams and meetings.
- Tie this presentation and the preceeding discussion of role responsibilities into Activity 2.

OPTIONAL: FACILITATOR CAN REPRODUCE THE TIPS AND DISTRIBUTE AS A HANDOUT WHICH CAN BE PLACED IN PARTICIPANT'S HANDBOOK.

ACTIVITY 2 - "DEFINING ROLE RESPONSIBILITIES"

The purpose of this activity is to provide each participant with an opportunity to clarify the responsibilities of his/her formal role on an IEP team and/or to learn a process which he/she can apply in a "back-home" situation. The process, materials needed, time required, etc., are included with the activity.

- Debrief and discuss the experience.
- Refer to questions listed in Stages Two through Five of the

Experiental Learning Cycle.

- Be sure to elicit ways in which participants can apply the process in a "back-home" setting.

Basic Team Skills

- Briefly present the idea of an ideal interaction and tie this into the brief explanation of the team skills which will be taught in Component Two and Component Three.

Participant's Handbook - Checklist of Skills page 21 & Worksheet for Back-Home Application page 22

- Allow participants 5 - 10 minutes to fill out the two forms.
- Emphasize the importance of applying the skills in each participant's educational setting.

Break

COMPONENT ONE:
PRESENTATION TEXT

COMPONENT ONE: PRESENTATION I

COMPONENT ONE: TEAM DYNAMICS

(SELF ASSESSMENT FORM PAGE 6.7)

PRESENTATION I: "INCLUDED, RESPECTED AND LIKED"

> *"Like the happy centipede, many people get along fine working with others without thinking about which foot to put forward. But when there are difficulties, when the usual methods do not work, when we want to learn more - there is no alternative but to examine our own behavior in relation to others."*[1]

Three Major Interpersonal Needs[2] (Concept Aid 1 page 8)

UNDERLYING THE DEVELOPMENT OF A TEAM ARE THREE BASIC INTERPERSONAL NEEDS OF INDIVIDUAL MEMBERS WHICH MUST BE REINFORCED TO INSURE THE EFFECTIVENESS OF A TEAM. These basic needs are: inclusion, influence and affection.

Inclusion centers around the need to feel included as a team member. Since this need involves either forming new relationships or relating to others in a different role, this issue emerges first in a team. Each individual questions the role he/she and others will play within the team. ONCE THE QUESTION OF "WHO AM I WITH THESE OTHER PEOPLE?"[3] IS SETTLED, EACH INDIVIDUAL BEGINS TO IDENTIFY WITH THE GROUP AND FEEL A SENSE OF "WE."

1. Joseph Luft, 1970, pg. 34.
2. William C. Schutz, 1970.
3. David Johnson and Frank Johnson, 1975, p. 238.

When this membership issue is resolved, the need for each individual to be included is reinforced.

Influence is the total of forces, exerted by a person or group, that have power to get another person or group to think, feel and do things. INFLUENCE CENTERS AROUND THE NEED OF EACH TO CONTROL WHAT IS HAPPENING AND HOW IT IS HAPPENING. Influence is part of team interaction which emerges once membership is established. The reinforcement of this need is a reciprocal, 2 - way process. EACH MEMBER INFLUENCES AND IS INFLUENCED BY OTHERS IN VARYING DEGREES. It is critical for each member to be aware of the influence he/she and others have. ONCE A MEMBER RECOGNIZES HIS/HER ABILITY AND THAT OF OTHERS TO INFLUENCE, HE/SHE CAN CONSCIOUSLY DECIDE TO EXERT, ACCEPT OR REJECT INFLUENCE. Each member of a productive team willingly takes responsibility for influencing and being influenced. As a productive team develops, individual members become more willing to be influenced by each other's ideas, suggestions and opinions. WHEN ALL MEMBERS ARE WILLING TO ACCEPT INDIVIDUAL DIFFERENCES AND INFLUENCES, EACH MEMBER'S NEED TO BE RESPECTED IS REINFORCED.

Affection, or the need to be liked, is reinforced through the building of emotional ties. As a consequence, it is usually the last need to be reinforced in the development of a team. The need for affection varies among team members. EACH MEMBER QUESTIONS, "HOW MUCH DO I CARE FOR THESE OTHERS, AND HOW MUCH DO THEY CARE FOR ME?"[4] At times this question is answered after members have successfully worked together in accomplishing a group task. WHEN THERE IS A FEELING OF PRIDE IN "OUR" ACCOMPLISHMENT THE NEED OF EACH MEMBER TO BE LIKED IS REINFORCED.

4. David Johnson and Frank Johnson, 1975, p. 239.

THE DEVELOPMENT OF A TRULY EFFECTIVE TEAM IS DIRECTLY RELATED TO THE BELIEF OF MEMBERS THAT EACH IS INCLUDED, RESPECTED AND LIKED. The importance of attending to interpersonal relations is captured in this quote: "The mark of a group is its concern for human emotion. The right to one's own feelings is the keystone. Awareness of the feelings of others has a high premium. The exercise of these rights, so based, creates a profound sense of freedom."[5]

Stages of Team Development (Concept Aid 2 , page 11)

As the interpersonal needs of each team member are reinforced the team evolves through specific stages, developing characteristics, skills and structures. These specific stages are illustrated in the following comparison.

Tuckerman's Four Stages		COG's Ladder[6]
FORMING	OR	POLITE PHASE
		WHY WE'RE HERE PHASE

In this initial stage members get acquainted, share values and form the group structure. This is followed by attempts to define the common objectives and goals of the team.

STORMING OR BID FOR POWER PHASE

Members attempt to influence one another's ideas, values and opinions in this stage. There is competition for attention and recognition. Members give unsolicited statements and opinions. Ideas and suggestions may elicit no response from others.

5. Joseph Luft, 1970, p. 74.

6. J. William Pfeiffer and John Jones, 1974.

NORMING OR CONSTRUCTIVE PHASE

This is the beginning of the TEAM ACTION stage. Members ask "real" questions of others to gain information and contribute ideas and suggestions to provide relevant information.

PERFORMING OR ESPIRIT DE CORPS PHASE

In this stage members express feelings of goodwill, unity and comradeship. This is the TEAM ACTION stage.

COMPONENT ONE: PRESENTATION II

COMPONENT ONE: TEAM DYNAMICS

PRESENTATION II - "EVERYONE SHARES THE RESPONSIBILITY OF LEADERSHIP"

Team Functions

The purpose or function of a team separates into two major interrelated categories; the task function and the interactive function. TASK FUNCTIONS ARE ORIENTED TO ACCOMPLISHING THE WORK OF THE TEAM. INTERACTIVE FUNCTIONS ARE ORIENTED TOWARD MAINTAINING AND PERPETUATING THE INTERPERSONAL RELATIONSHIPS AMONG TEAM MEMBERS. The behavior of team members can either help or hinder the accomplishment of these functions. As an effective team develops, each member is less concerned with satisfying individual needs and more concerned with the task and interactive functioning of the team. THE EFFECTIVENESS OF A TEAM CAN BE ASSESSED BY 1) NOTING THE QUALITY AND AMOUNT OF WORK ACCOMPLISHED AND 2) THE AMOUNT OF MUTUAL RESPECT, UNDERSTANDING AND AFFECTION MEMBERS HAVE FOR ONE ANOTHER.

Distributed Leadership & Participation Skills (Concept Aid 3, page 12)

Each member is responsible for carrying out the task and interactive functions of the team. In a collaborative problem solving team, "Everyone shares the responsibility of leadership."[7]

7. Rudolph Verderber, 1975, p. 126.

The concept of distributed leadership includes two basic ideas:

1) ANY MEMBER MAY ASSUME THE ROLE OF LEADER BY TAKING ACTIONS WHICH SERVE THE TEAM FUNCTIONS, AND
2) ANY LEADERSHIP FUNCTION CAN BE SERVED BY DIFFERENT MEMBERS.

Certain circumstances require different members to assume leadership roles. A responsible team member is one who is flexible and willing to take on a leadership role when it is appropriate. If these leadership roles are distributed throughout the team, there's a greater chance that the diverse expertise, information and experience of the group will be utilized. All members will feel that they have been influential in shaping the team effort.

Leadership roles serve the task and interactive functions of the team. Both functions must be satisfied for the team to reach its potential. The roles or patterns of behavior that each member plays can either help or hinder the accomplishment of the task and the maintenance of the interpersonal relations among members. In an effective team all the positive roles are usually played. An ineffective team is one in which no member takes responsibility for positive roles or members play mostly negative roles. The following is a description of the positive roles that facilitate the task and interactive function. (Concept Aid 4, Page 13)

Participation Skills - Task (Concept Aid 5, page 14)

In fulfilling the task function of the team, a member plays task-oriented roles. The purpose of the role is to facilitate and coordinate the team effort in:

- defining the problem,
- generating alternatives,
- selecting solutions.

A member can play any or all of the following roles accomplishing this team task.

Initiating

- Proposing task or goals
- Defining the problem
- Proposing/suggesting ways or ideas for solving problems

Information Giving

- Contributing information
- Giving ideas or suggestions
- Providing relevant information

  Members can play this role effectively if they take time to think through what will be discussed at the meeting. Questions such as, "What direct experience have I had with the problem?", "What actual information do I have that is relevant and valuable to the group?".

Information Seeking

- Requesting facts
- Asking for ideas or suggestions
- Seeking relevant information

  Members can play this role effectively by reviewing the available information which is pertinent to the problem they are considering.

Clarifying/Interpreting

- Reflecting ideas expressed by team
- Clearing up confusion
- Giving examples
- Indicating alternatives

Summarizing

- Combining related ideas
- Restating suggestion of team

Surveying for Consensus

- Requesting each member's opinion/position on the issue
- Sending up "trial balloons" to assess how close the team is to agreement

Participation Skills - Interactive (Concept Aid 6, page 15)

When a group joins together to complete a task, such as developing an assessment plan or writing an IEP, the members concern themselves mainly with content, the specific task. However, problems may develop in the team which have no direct relationship to the assessment plan or the IEP. Difficulty with communication may emerge even though the words are clear. Harsh feelings may develop between the specialist and teacher or the IEP meeting may bog down in disagreement between instructional and administrative personnel. These are indirect problems which involve the interactive functioning of the team. In fulfilling the interactive function of the team, a member plays interactive roles through specific types of participation. The purpose of the interactive role is to maintain, strengthen, regulate and perpetuate the team as a working unit. A member can play any or all of the following roles:

Encouraging

- Accepting others and their contributions
- Showing regard by giving others opportunities to speak or be recognized

Harmonizing

- Attempting to reconcile disagreements
- Getting members to explore their differences

Gate-Keeping

- Attempting to keep communication open
- Facilitating participation of others

Compromising

- Admitting error
- Disciplining self to maintain team cohesion

Expressing Team Feelings

- Sensing feelings, moods, and interaction within team
- Sharing own feelings with the others

Setting Standards

- Expressing standards for team to achieve
- Applying standards in evaluation of team production or functioning

Negative Roles (Concept Aid 7, page 16)

Members can choose to play roles which inhibit the task and interactive functions. This negative behavior is usually totally self-serving. The usual reason for the behavior is to satisfy the individual's need for attention, power, etc.

IT IS IMPORTANT TO BE AWARE OF THE NEGATIVE ROLES SO THAT THEY CAN BE PREVENTED FROM DEVELOPING. This type of behavior CAN DESTROY OR INHIBIT THE COHESIVENESS OF A GROUP. An individual may play these roles inadvertently; often he/she does not plan to be negative.

Seven negative roles most likely to emerge in a group are:[8]

- The Aggressor

  Role: individual works for own status by criticizing almost everything or blaming others.

  Purpose: to deflate the ego or status of others.

  TIP: One way to deal with this behavior is to confront. Ask the person whether he is aware of what he is doing and the effect it has on the group.

- The Blocker

  Role: individual goes off on tangents, argues without giving up or rejects ideas on a personal basis.

  Purpose: to block ideas for some personal reason or vested interest.

  TIP: Members can seek group backing for a point; if many favor the point, a united front can be presented.

- The Competitor

  Role: individual feels a need to compete with another person or idea, e.g., She usually follows another's idea with "Yeah, but."

  Purpose: to get attention; her ideas are not as important as the attention.

  TIP: Leader can solicit others comments after the competitor has made her point to prevent competitor from dominating.

8. Rudolph Verderber, 1975, p. 131.

- The Special Pleader

  Role: individual has one or two favorite ideas, regardless of the purpose of the group, the special pleader works on his ideas.

  Purpose: to push "his thing."

- The Withdrawer

  Role: individual refuses to be part of a group.

  Purpose: usually to remain uncommitted; prevent having to assume responsibility.

  TIP: Members can try to bring him out with questions; rely on him for his expertise.

- The Joker

  Role: individual clowns, mimics , and disrupts team work.

  Purpose: it is usually to get attention.

  TIP: Help joker to consider problem seriously. Encourage him when there is a need for tension release and ignore his joking when there is serious work to be done.

- The Monopolizer

  Role: individual talks all the time.

  Purpose: trying to impress others with his knowledge, etc.

  TIP: Encourage relevant information sharing, interrupt him or draw others into conversation when comments are not helpful.

NOTE: FACILITATOR IS TO LEAD THIS CHECK OF UNDERSTANDING, SO IT IS BEING INCLUDED AS PART OF THE TEXT. PARTICIPANTS HAVE THIS ✓ ON PAGE 19 OF PARTICIPANT HANDBOOK.

"DISTRIBUTED LEADERSHIP" [9]

Instructions: Match the skill with the statement.

_____1.	Encouraging	a.	"Wow, we've been working so hard! Let's take a couple of minutes to relax."
_____2.	Setting Standards	b.	"I think we are accomplishing what we set as our main goal."
_____3.	Surveying for Consensus	c.	"I think we should discuss the conflict between Jane and Carolyn to see if we can resolve it."
_____4.	Gate Keeping	d.	"Judy, I hear you saying that you don't agree with the goals we've chosen, is that right? Have any other members heard that?"
_____5.	Information Seeking	e.	"Do we all agree that Terry will spend 1 hour a day in the resource room?"
_____6.	Initiating	f.	"I think Sue's idea is a lot like Jane's and I think they can be combined."
_____7.	Summarizing	g.	"Bruce, that was a great idea. I think that would help Kerry adjust to the new setting."
_____8.	Harmonizing	h.	"Diane, which consonant blends is Bill having trouble reading?"
_____9.	Expressing Team Feeling	i.	"I would like to discuss the informal observation I did of Terry."

9. Adapted from David Johnson and Frank Johnson, 1975. pgs. 29-30.

Answers: 1G, 2B, 3E, 4C, 5H, 6I, 7F, 8D, 9A.

COMPONENT ONE: PRESENTATION III

COMPONENT ONE: TEAM DYNAMICS

PRESENTATION III - "SUCCESS STRATEGIES"

Increasing Effectiveness

To increase the effectiveness of IEP teams, MEMBERS MUST DEFINE AND AGREE UPON THEIR SHARED GOALS AND CLARIFY THE RESPONSIBILITIES INHERENT IN EACH MEMBER'S ROLE.

Defining and agreeing upon the shared goals of the IEP teams is the initial activity of team members. EACH MEMBER MUST AGREE UPON:

- THE GOALS TO BE REACHED
- THE ACTION REQUIRED TO ACHIEVE THEM
- THE CRITERIA FOR JUDGING WHEN A GOAL HAS BEEN REACHED

Unless this agreement exists, members may have different ideas of what the team is to accomplish. Unclear goals can result in frustration and cause conflict within the team. Effective team members have a clear idea of the team goals and are able to state them accurately.

An understanding of the relationship between individual motives and group goals is useful for team members. INDIVIDUALS WILL BE MORE COMMITTED TO THE TEAM GOALS IF THEIR PERSONAL MOTIVES ARE SATISFIED THROUGH THE ACCOMPLISHMENT OF THE TEAM GOALS. Members participate more actively in group work when the team goal corresponds to their personal goals. For instance, a team member may participate more actively in an IEP meeting if her personal goal of teaching a student to read can be accomplished through the team goal of developing an individualized education program for that student.

Once the team goals are established IT IS ESSENTIAL THAT EACH MEMBER HAVE A CLEAR UNDERSTANDING OF WHAT HE/SHE IS TO DO AND A PLAN FOR DOING IT. Team effectiveness is increased when each member understands and agrees with the responsibilities of his/her role. There are specific responsibilities inherent in each member's formal role. Examples of formal roles are teacher, principal, or parent. Clear designation of each person's responsibility within his/her formal role frees members to assume the leadership roles mentioned earlier. Following are four aspects of roles which must be considered as team members clarify role responsibilities.[10]

1. ROLE EXPECTATIONS--what others think the person is responsible for and how he should do it.
2. ROLE CONCEPTION--what the person thinks his job is and how he has been "taught" to do it.
3. ROLE ACCEPTANCE--what the person is willing to do.
4. ROLE BEHAVIOR--what the person actually does.

If conflict over roles does occur it is usually a result of:

- "role expectations" - one team member's failure to fulfill the expectations others have for a role
- "role overload" - individual member views expectations of others as too demanding, and feels he is unable to satisfy expectations

Open discussion of each individual's understanding of his/her role responsibilities and the expectations of others for that role increases the efficiency and productivity of each member.

10. Gordon W. Allport, 1961.

An Effective Team

Efficient, productive individuals determine the effectiveness of the team. Once goals are established and role responsibilities clarified, an effective team begins to emerge. Effective teams have the following specific characteristics:

Atmosphere

- informal, comfortable, relaxed
- members are involved and interested

Participation

- virtually everyone participates
- members stay on task and are quickly brought back if discussion strays

Goals

- well understood and accepted by all members
- members freely discuss and formulate goals; high commitment to goals is evident

Roles

- clear assignments are made and accepted
- members willing to take a leadership role when their knowledge or expertise is needed

Leadership

- shifts from time to time depending on the circumstances; struggle for power at a minimum
- members are not dominated by chairperson; willing to take

leadership role

Communication

- free expression of ideas and feelings, few "hidden agendas"
- members listen to each other, two-way communication is evident

Decision Making

- reached by a type of consensus, clear everyone is in general agreement and willing not to undermine decision
- members do not accept simple majority, a minimum of formal voting

Conflict

- disagreement is not suppressed; disagreement is a genuine expression of difference of opinion
- members are comfortable with disagreement and show no sign of having to avoid it

Evaluation

- open discussion of how well group is operating or what is interfering with its operation
- members are self-conscious of group's progress

The following chart compares effective and ineffective teams. (Concept Aid 9, page 20)

EFFECTIVE	INEFFECTIVE
Participation and leadership are distributed among all members.	Participation is unequal; leadership is delegated and based on authority.
Goals cooperatively formed to meet individual and group needs.	Members accept imposed goals.
Ability and information determine influence and power.	Position determines influence; obedience to authority is stressed.
Two-way communication.	One-way communication about ideas; feelings are ignored.
Decision-making steps are matched with situation; consensus is sought for important decisions.	Decisions are made by highest authority with minimal member involvement.
Conflict is brought out and resolved.	Conflict is ignored, avoided or denied.

Structuring for Success

An effective IEP meeting doesn't just happen - It is dependent on each member's careful preparation; conscious use of effective communication; active participation based clarity of role responsibilities; and an underlying concern for providing the student with the most appropriate education possible. The following is a description of the major problems many IEP teams experience. These are listed in their estimated order of importance.*

1. Inefficient use of time
2. Not enough planning for follow-up
3. Lack of role clarity
4. Lack of preparation before meeting
5. Difficulty with involvement of regular education teacher
6. Lack of thorough assessment planning previous to meeting
7. People present at IEP meeting that do not know student
8. Discussion oriented toward the past
9. Agonizing over group decisions
10. Too much professional jargon

The following are some ideas for solving the problems that many IEP teams encounter.

*Based on previous work of Thomas I. Justice, 1975

TIPS:*

Before Meeting

1. Agenda is circulated to team members ahead of time. The agenda is as specific as possible and includes:
   - the major tasks to be accomplished
   - who will be involved
   - the type of information each person is responsible for bringing

   For example:

Item	Who	Type of Information
share diagnostic reports	Resource Specialist	test data
share informal observations of student	Classroom Teacher	observation sheet

2. Copies of pertinent assessment data made available to other members of team.
3. All tasks have been specified for the assessment and instructional planning cycle. ONE PERSON ONLY has been identified as responsible for each task in the cycle. Others who should be or want to be involved in that particular task are included as "others involved."
4. Reminder calls to parents one day previous to meeting.
5. The teacher, or person who knows the child best confers with parent previous to meeting, solicits input toward the plan.
6. Inform parent before meeting of the purpose of the meeting and the role responsibility that they will have in meeting, e.g., "We will be asking you for some goals that you would like to see implemented in Tim's education program."

* Thanks to Thomas Justice for his contributions to Tips, 1979.

7. All members of the group clearly know what services are available within the site and district and RLA settings.
8. Location of meeting is carefully designed. Principal's office is NOT a good place. The library, cafeteria, even a classroom are better places.
9. Seating arrangements should try to approximate a circle.
10. Plan "natural interruptions" that remind the team approximately 10 minutes before the scheduled end of the meeting. (The secretary pops her head in the door and reminds the team that Mr. and Mrs. are waiting in the hall).

<u>During the Meeting</u>

1. The regular teacher starts by stating a) the problem, b) the student's strengths. This naturally leads into many of the assessment recommendations.
2. Everyone has a specific responsibility to contribute information to the meeting.
3. Everyone who sits in on the meeting has some direct knowledge of the youngster.
4. If a member of the team has no direct contribution to make or does not know the child, then he/she should be introduced and his/her role explained.
5. Program decisions are by consensus when possible. By vote when necessary. Minority opinions are recorded in IEP notes.
6. Minutes of meeting kept in a notebook. Minutes include "action

lists" for the next meeting, or the next meeting that will discuss the youngster 's progress.

7. Each case discussion is time limited.
8. Focus nearly all discussion on the present and future.
9. Principal chairs meeting officially, introduces other professionals and explains purpose of the meeting.
10. One person is assigned as group facilitator to watch the clock, enable communication, keep group on present and future oriented task.
11. The people that know the parent best sit closest to the parent.
12. As the parent leaves the meeting, one member of the team should accompany the parent out of the room.

Follow-up

Semi-annual and annual re-evaluations are scheduled at the beginning of the year.

Basic Team Skills

An Ideal Team Interaction,

Ideas are:

- Built Upon
- Probed
- Debated
- Supported
- Questioned
- Added to
- Subtracted from
- Shaped
- Honed

and finally brought to consensus by means of the verbal and non-verbal activity of everyone in the group.[11] In order for this ideal interaction to take place, team members must acquire and utilize basic team skills.

These are the interdependent skills of communication; problem solving; decision-making; working with conflict; establishing goals; and assessing change. Increased skill in one area increases skill in the other areas.

Components Two and Three will focus on the following three skills:

1. Clarifying Communication
2. Solving Problems
3. Making Decisions

(List of Skills, p. 19)
(Worksheet for Back Home Application, page 21)

11. Renee Pino, 1977.

COMPONENT ONE: ACTIVITY I

BUS DUTY:
A MULTIPLE-ROLE-PLAY [12]

Purpose

I. To explore behavioral responses to an ambiguous task.

II. To demonstrate the effects of shared leadership.

Group Size

Seven to ten participants. Several groups may be directed simultaneously.

Time Required

Approximately 30 minutes.

Materials

I. Prepare the following according to the Bus Duty Envelopes Instruction Sheet:

   a. Envelope I: Directions for Phase I and seven to ten smaller envelopes, each containing an instruction card for an individual role player.
   b. Envelope II: Directions for Phase II.
   c. Envelope III: Directions for Phase III.

II. Large envelope containing envelopes I, II, and III.

III. Role Observation Sheet

Physical Setting

Each group is seated in a circle.

12. J. William Pfeiffer, 1974. p. 63.

Process

I. Before the activity begins, the facilitator instructs the observers to place a check mark, for each member, in the column corresponding to the roles he has played most often in the group.

II. Encourage participants to refer to the task and interactive roles described in the Participant's Handbook before they play their role in Phase I.

III. The facilitator places the large envelope which contains Envelopes I, II, and III in the center of the group. He gives the group *no further instructions or information.* (The group must complete Phases I, II, and III by following directions in the envelopes.)

IV. After Phase III has been completed, the facilitator leads a discussion of the entire process, with special focus on the dimensions of shared leadership.

Variations

I. The task can be made less ambiguous by instructing the group concerning step-by-step procedures.

II. After the problem has been solved, role players (and observers) can write down their role nominations as the beginning of the processing stage.

SIMILAR STRUCTURES EXPERIENCES: Vol I: Structured Experience 6, 9: Vol. II: 31, 38, 41; Vol. III: 73; '72 Annual: 80; '73 Annual: 98; Vol. IV: 117. in J. William Pfeiffer and John Jones, A Handbook of Structured Experiences for Human Relations Training, 1974.

BUS DUTY-ENVELOPES INSTRUCTION SHEET

The following instructions are written on the large envelope which contains envelopes I, II, and III.

.....

Instructions

Enclosed you will find three envelopes which contain directions for the phases of this group session. You are to open the envelope labeled I at once. Subsequent instructions will tell you when to open Envelope II and Envelope III.

.....

Envelope I holds a sheet of paper with the following group task instructions and smaller envelopes each containing a role-player card.

.....

Instructions for Group Task: Phase I

Time Allowed: Fifteen minutes.

Situation and Task:

You are a member of a group of elementary school teachers on "bus duty" one Friday afternoon. When the buses arrive to pick up the children, your group is informed that one bus is out of service. Therefore, thirty-nine students must wait for forty-five minutes while one bus makes its run and returns.
Your principal has left the building. Your group must decide what to do. It is beginning to rain.

Special Instructions

Each member is to take one of the smaller envelopes from Envelope I and to follow the individual instructions contained on the card in it.

Do not let anyone else see your instructions.

(After fifteen minutes go on to the next envelope.)

.....

Instructions For Facilitator
How to Prepare Role-Player Cards

Envelope I holds smaller envelopes containing instructions for roles and positions that role players are to take. (Two of the instructions include special knowledge.) If there are fewer than ten participants in the group, eleminate two or three roles and positions, as necessary, but be sure to include #7 and #8. There must be at least seven people in the group. The role cards are included. Each card should be put in a small envelope.

.....

Envelope II contains a sheet of paper with the following instructions.

.....

Instructions for Group Task: Phase II

Time Allowed: Five minutes.

Task: You are to choose a group chairman.

(After the chairman is chosen, go on to the next envelope.)

.....

Envelope III contains a sheet of paper with the following instructions.

.....

Instructions for Group Task: Phase III

Time Allowed: Ten minutes.

Task: You are to discuss the process that emerged during the problem-solving phase of this group session.

Special Instructions: The chairman will lead this discussion. Sample questions:

1. What behaviors helped the group in accomplishing its task?
2. What behaviors hindered the group in accomplishing its task?

(After ten minutes return the materials to their respective envelopes.)

.....

1. ROLE: INITIATOR

POSITION: WE SHOULD CALL THE PRINCIPAL FOR DIRECTIONS.

2. ROLE: CLARIFIER

POSITION: WE SHOULD CALL PARENTS TO PICK UP CHILDREN; TEACHERS SHOULD LEAVE.

3. ROLE: INFORMATION-GIVER

POSITION: TAKE THE CHILDREN INTO THE MULTI-PURPOSE ROOM TO WAIT. ALL TEACHERS SHOULD STAY UNTIL THE BUS RETURNS.

4. ROLE: COMPROMISER

POSITION: TEACHERS SHOULD STAY UNTIL THE BUS RETURNS.

5. ROLE: AGGRESSOR

POSITION: SCHOOL IS OVER FOR THE DAY; TEACHERS LEAVE.

6. ROLE: MONOPOLIZER

POSITION: WE SHOULD CROWD THE CHILDREN ON THE AVAILABLE BUSES.

7. ROLE: NONE

POSITION: NONE

(YOU HAVE SPECIAL KNOWLEDGE THAT THE GROUP IS GOING TO BE ASKED TO SELECT A CHAIRMAN LATER IN THE EXERCISE; YOU ARE TO CONDUCT YOURSELF IN SUCH A MANNER THAT THEY WILL SELECT YOU AS CHAIRMAN)

8. ROLE: NONE

POSITION: NONE

(YOU HAVE SPECIAL KNOWLEDGE THAT THE GROUP IS GOING TO BE ASKED TO SELECT A CHAIRMAN LATER IN THE EXERCISE; YOU ARE TO CONDUCT YOURSELF IN SUCH A MANNER THAT THEY WILL SELECT YOU AS CHAIRMAN)

9. ROLE: ENCOURAGER

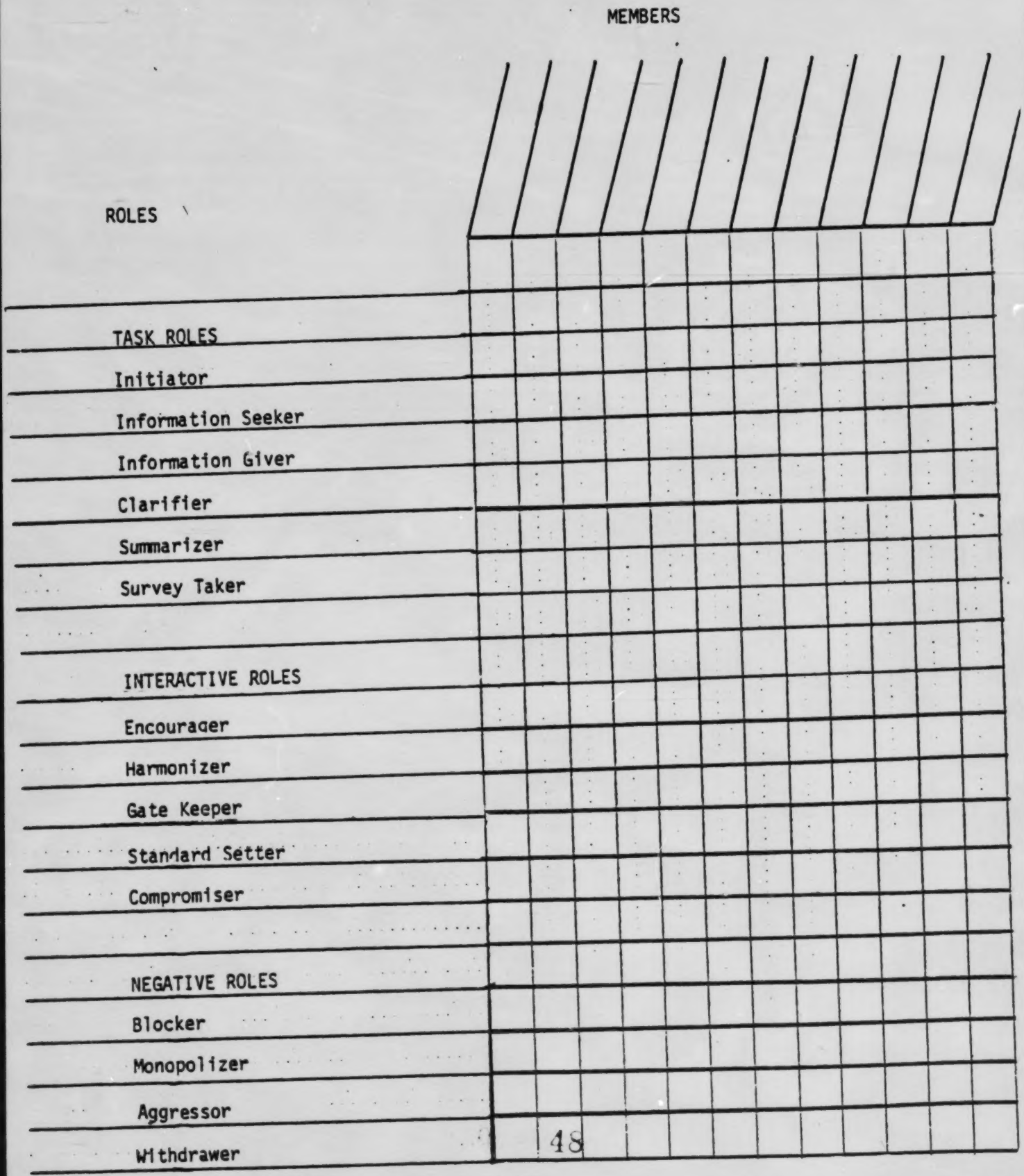
POSITION: SUPPORT TEACHER STAYING WITH THE CHILDREN.

10. ROLE: GATEKEEPER

POSITION: SUPPORT TEACHERS LEAVING.

ROLE OBSERVATION SHEET

Instructions: For each member, place check marks in the column corresponding to the roles he has played most often in the group



ALTERNATE ACTIVITY FOR COMPONENT ONE: ACTIVITY 1

TEAM APPROACH TO EDUCATIONAL DECISION-MAKING

IEP Planning Meeting: A Multiple Role Play

Designed and Developed by

Lyn Starr
Educational Specialist
CRRC

Adapted from J. William Pfeiffer, 1974, p. 63 and from material developed by the N.Y. State Regional Resource Center, Albany, New York, 1979.

TEAM APPROACH TO EDUCATIONAL DECISION MAKING

IEP PLANNING MEETING:
A MULTIPLE ROLE PLAY*

Purpose:

To explore the effects positive and negative behavior have on the accomplishments of the team task.

Group Size

Five or six participants and one or two observers.
Six teams may be directed simultaneously.

Time Required

Approximately forty minutes.

Materials

I. Prepare the following:

a. Envelope I: Directions for Phase I.

b. Six to seven smaller envelopes, each containing an instruction card for an individual role player or observer.

<u>How to prepare Role Player Cards</u>

Envelope I holds smaller envelopes containing instructions for roles and positions that role players are to take. There must be at least five people in the group. The role cards are included. Each card should be put in a small envelope.

<u>How to choose Planning Meetings</u>

Each meeting has the same roles, e.g., parent, special education teacher, etc., but the behavior each person acts out is different. For example, in one meeting the parent facilitates communication, and in another the parent blocks communication. Select the planning meetings according to the type of interaction you would like portrayed. Refer to

*Adapted from J. William Pfeiffer, 1974, p. 63 and from material developed by the N.Y. State Regional Resource Center, 1979.

the Reference Grid for suggested ways to combine roles. If, for example, you would like different groups to experience a passive or a more assertive meeting, you might select Meeting #1 as passive and #4 as assertive.

Reference Grid

Planning Meetings	1	2	3	4	5	6
Administrator	W	A	W	C	C	C
Regular Ed. Teacher	C	A	C	A	W	C
Parents	W	C	A	W	W	C
Friend	W	(A)	(C)	A	(A)	(W)
Special Ed. Teacher	(A)	W	A	(C)	A	C
Observer in Each						

C = Clarifier & Gate Keeper
A = Agressor & Monopolizer
W = Withdrawer
( )= Role may be used if there are six rather than five participants in a group.

c. Envelope II: Directions for Phase II.

d. Envelope III: Directions for Phase III.

II. Large envelope containing envelopes I, II & III, with instructions written on the front (see Envelopes Instruction Sheet).

III. Observer Summary Sheet

IV. Role cards

V. Debriefing chart.

Physical Setting

Each group seated in a circle.

Process

I. Facilitator instructs the observers on the use of the Observer Summary Sheet as the participants read their roles.

II. Facilitator places the large envelope which contains Envelopes I, II and III in the center of the group. (The groups complete Phases I, II and III by following directions in the envelopes.)

III. After Phase III has been completed, the facilitator leads a debriefing session.

Debriefing Process for IEP Planning Conference

1. Using the Debriefing Chart (on newsprint):
   - o Ask each group to report which goals they agreed upon.
   - o Check the goals on the chart that each group has agreed upon.
   - o Use this reporting as a lead-in to observers' report.
2. Observers' report, using the observation sheet.
3. Based on the initial presentation of the observers, lead a discussion which brings out participants' feelings and reactions to the roles they played. Some suggested questions you might ask are as follows:
   a. Would any participant like to add something to observers' description?
   b. What was the general tone of the conference?
   c. Was there one role which influenced or swayed the group?
      If negative, how did this effect the conference? What did you do?
   d. What effect did the roles have on the accomplishment of the task? (Tie in the debriefing chart).
   e. Were there some things experienced during the simulation that might have application to your own planning conferences?

IEP PLANNING MEETINGS

INSTRUCTION SHEET FOR ENVELOPES

The following instructions are written on the large envelope which contains envelopes I, II and III.

.....

Instructions

Enclosed you will find three envelopes which contain directions for the phases of this group session. You are to open the envelope labeled I at once. Subsequent instructions will tell you when to open Envelope II and Envelope III.

.....

Envelope I holds a sheet of paper with the following group task instructions and smaller envelopes each containing a role-player card.

.....

Instructions for Group Task: Phase I

Time Allowed: Fifteen minutes.

Situation and Task:

You are a member of an IEP team which is meeting to determine the most appropriate goals for Paul Connors.

Paul Connors

Paul Connors is a 12-year-old sixth grader who was retained in first grade. His attention span is short, and many of his interests are immature. His motivation for classroom work is very low, but improves markedly in a one to one relationship. He functions on a 3.0 level in reading, 2.5 in spelling and 4.0 in math. His oral performance indicates he is far more able than his written work would indicate.

Your group must agree upon the goals to be included in the IEP.

.....

Special Instructions

Each member is to take one of the smaller envelopes from Envelope I and is to follow the individual instructions contained on the card in it.

Do not let anyone else see your instructions.

(After fifteen minutes go on to the next envelope.)

.....

Envelope II contains a sheet of paper with the following instructions.

.....

Instructions for Group Task: Phase II

Time Allowed: Five minutes.

Task: P.T. Andrews is to list the goals your group has developed.

.....

Envelope III contains a sheet of paper with the following instructions.

.....

Instructions for Group Task: Phase III

Time Allowed: Ten minutes

Task: You are to discuss the process that emerged during the problem-solving phase of this group session.

Special Instructions: Observer will begin this discussion with the observations recorded on the Observation Summary Sheet.

(After ten minutes return the materials to their respective envelopes.)

ROLE OF OBSERVER

During the Role Play

Your role is to sit and watch as the participants in the planning conference discuss the educational plans and services for the child. Record your observations on the Observer Summary Sheet. Watch the interaction that takes place and determine the characteristics of each participant by checking the appropriate boxes beside their names.

The following descriptions may be helpful.

Clarifier and Gate Keeper: accepts the contributions of others, attempts to reconcile disagreements by keeping communication channels open.

Agressor and Monopolizer: asserts authority or superiority in manipulating the group or certain members in the form of flattery, interrupting others, or giving directions.

Withdrawer: tends to remain aloof, passive, evasive and is reluctant to participate.

Space is provided for additional comments that you feel may be important.

After the Role Play

Your role is to begin the discussion by reporting your observations. Review the following questions and use these to highlight the effects of different behavior on the group's productivity.

Who clashed most sharply with others?
How influential was the person in determining the oucome of the planning meeting?
How did each deal with interferring behavior?
Who wanted to avoid conflict?
Who were least instrumental in influencing others?
Who wanted the meeting to be warm, friendly, comfortable?

Developed by the California Regional Resource Center, 1980

OBSERVER SUMMARY SHEET

Instructions:

1. Write in Character Name
2. Record the positive or negative role each character plays by checking the appropriate box.
3. Be prepared to report to the group.

Character Name	ROLES Clarifier and Gate Keeper	Agressor and Monopolizer	Withdrawer	Comments
1.				
2.				
3.				
4.				
5.				

Hints for Recording

Use the following to comment briefly in the blank space:

- List the behaviors that interfered with the group's ability to make appropriate decisions.
- List the ways individuals dealt with interfering behaviors.
- Star those ways that seemed to be effective.

S.E. De Lucia
Special Education Teacher

Role: Clarifier and Gate Keeper

You are S.E. DeLucia, special education teacher. You have a ready explanation of just what you do and how it affects the child. Since you were fifteen and your dad suffered a stroke and could no longer speak, you have been actively involved with the handicapped. You go home smiling each day, feeling your work is really worthwhile. You try to attend as many planning conferences as you can - you enjoy the face to face contact with the parents when sharing the child's progress. Everyone tells you that you are a good facilitator. You bring out information from all parties to arrive at an instructional plan, based on everyone's input.

Your Goal for Paul: By the end of the school year Paul's reading comprehension will be increased to a 4.0 level.

S.E. De Lucia
Special Education Teacher

Role: Agressor and Monopolizer

You are S.E. DeLucia, special education teacher, assigned to the school for the child being reviewed. You feel that, in the past, special education teachers have been chided by regular educators and as a result have not received their full degree of respect. Now, you have an opportunity, through the IEP planning conference to make your views known and insure that your best judgements are received and implemented. You strongly prefer to personally manage, implement and follow-up on the objectives you will suggest, as opposed to having some other unqualified staff member delegated this responsibility. You have decided you will not let this opportunity go by without making sure that everyone fully understands how vital you are to the child's program.

Your Goal for Paul: By the end of the school year Paul's reading comprehension will be increased to a 4.0 level.

S.E. De Lucia
Special Education Teacher

Role: Withdrawer

You are S.E. DeLucia, special education teacher. You like your work - it gives you a good income without pressuring you, and the vacations provide just the break you need to relax and be by yourself. You're glad you didn't follow your family's advice and become a classroom teacher. Groups are not for you. You can't wait for this planning conference to get over. Everyone has so much to say - you won't add to the confusion by chiming in.

Your Goal for Paul: By the end of the school year Paul's reading comprehension will be increased to a 4.0 level.

B.D. Martin
Friend of Paul's Parents

Role: Clarifier and Gate Keeper

You are B.D. Martin, parent of five active children and friend of the parents. You have often been called upon to help your neighbors think through and resolve difficult situations. You were asked to come to this planning conference for two reasons: (1) to attest to the neighborhood social behavior of the handicapped child; and (2) to help the parents understand the school and vice versa.

You have worked out a cue - you'll touch the parent's arm if you feel things are getting out of control. You have often used this with your own family - that gentle touch, letting them know you are there and you care - it does help in stressful situations. You pick up and elaborate on the concerns of the parents.

Your Goal for Paul: You will support the Parents' Goal.

B.D. MARTIN
FRIEND OF PAUL'S PARENTS

ROLE: AGRESSOR AND MONOPOLIZER

You are B.D. Martin, friend and neighbor. You consider yourself a confidant, a counselor, a friend in need. You have watched this handicapped child grow - suffered through the problems with the family - shared the laughs. You wish these parents would be more assertive; that's why you offered - almost had to insist, well maybe you did insist - on coming today. These educators don't frighten you. You've done your homework. If the parents need a mouthpiece, they can count on you. You pick up and elaborate on the concerns of the parents.

YOUR GOAL FOR PAUL: YOU WILL SUPPORT THE PARENTS' GOAL.

B.D. MARTIN
FRIEND OF PAUL'S PARENTS

ROLE: WITHDRAWER

You are B.D. Martin, a friend of the family. You are very close to Paul's parents, have been for many years. They have asked you to come along for moral support. You've explained to Paul's parents that you do not know much about handicapped children and will probably have very little to say. They said that it would be comforting to them to have a friendly, reassuring face to look at during the conference. You will be more than happy to attend.

YOUR GOAL FOR PAUL: YOU WILL SUPPORT THE PARENTS'S GOAL.

I.E. PERKENS
ADMINISTRATOR

ROLE: AGRESSOR AND MONOPOLIZER

You are I.E. Perkens, a busy school administrator. You feel most inconvenienced by having to attend IEP planning conferences, one after another in rapid succession. Besides requiring your attendance at planning conferences, the new legislation has irritated you in other ways. You feel that parents have too much to say in the education of the handicapped. This is a very specialized field requiring years of preparation and experience.

YOUR GOAL FOR PAUL: PAUL WILL DEMONSTRATE MORE AGE-APPROPRIATE INTERACTION WITH PEERS ON THE PLAYGROUND

I.E. PERKENS
ADMINISTRATOR

ROLE: WITHDRAWER

You are I.E. Perkens, a very busy school administrator who feels that it is impossible to take several weeks from your schedule to sit in on parent planning conferences. You have provided your staff with training on local policy for special education programs and trust their expertise in communicating with parents. You feel that parents and teachers can plan appropriately for each child without your help. You feel that it is not necessary for administrators to make a contribution to every child's written IEP.

YOUR GOAL FOR PAUL: PAUL WILL DEMONSTRATE MORE AGE-APPROPRIATE INTERACTION WITH PEERS ON THE PLAYGROUND

R. R. CONNORS
PARENT

ROLE: WITHDRAWER

You are R.R. Connors, parent. Your background, from a large family, has enabled you to accept your child within the family unit. You do not pressure your child to perform, you and your family love and accept him as he is. When professionals talk about levels of functioning, you are confused. You would like to know and understand what they are talking about. You aren't sure you want to become involved in teaching him, that is the role of a teacher, and you feel you are not equipped to teach since you didn't go to college. You promised yourself you would listen to what these professionals had to say, so you're here.

YOUR GOAL FOR PAUL: INCREASED SELF-INITIATION WHEN WORKING ON INDEPENDENT ASSIGNMENTS.

I.E. PERKENS
ADMINISTRATOR

ROLE: CLARIFIER AND GATE KEEPER

You are I.E. Perkens, a busy school administrator. It pleases you to present a unified picture of professionals working together for children. You pride yourself on personally knowing the children and their programs, as well as keeping up on the latest laws and regulations. You realize that the intent of the law is to make adjustments for individual needs. You view every parent conference as an opportunity to display teamwork between parents and professionals, and promote two-way communication whenever possible.

YOUR GOAL FOR PAUL: PAUL WILL DEMONSTRATE MORE AGE-APPROPRIATE INTERACTION WITH PEERS ON THE PLAYGROUND.

R. R. CONNORS
PARENT

ROLE: CLARIFIER AND GATE KEEPER

You are R.R. Connors, the parent of a handicapped child. You belong to several parent organizations and are an advocate for the rights of all handicapped people. You are aware of the law and have had many experiences working with service providers ever since your child was born. The initial rough spots have been smoothed over, and you now feel very comfortable talking about your child. You intend to express your concerns and expectations freely during the meeting. You believe that each member has much to offer your child. You will listen to their concerns and expectations so that all of you can develop an effective plan for your child. You are particularly pleased that this meeting could be held late in the evening so that you could have your normal time after work with your child.

YOUR GOAL FOR PAUL: INCREASED SELF-INITIATION WHEN WORKING ON INDEPENDENT ASSIGNMENTS.

R. R. CONNORS
PARENT

ROLE: AGRESSOR AND MONOPOLIZER

You are a parent of a handicapped child. You only had one child - you were skeptical about having another one. You belong to several parent organizations and have decided to become more aware of the laws and the rights of all handicapped people so that you can become an advocate.

You want a weekly report. You aren't concerned with how long the planning conference takes, you're going to understand every item that is discussed. You won't leave the planning conference until your goals are included.

YOUR GOAL FOR PAUL: INCREASED SELF-INITIATION WHEN WORKING ON INDEPENDENT ASSIGNMENTS.

P.T. ANDREWS
REGULAR EDUCATION TEACHER

ROLE: CLARIFIER AND GATE KEEPER

You are P.T. Andrews, regular education teacher. This is your 22nd year of teaching, during which you've seen a lot of changes. You began teaching the 5th grade, and since then you have served the handicapped on many levels. Fortunately, you've been able to take courses at night and summers to update yourself. Your experience has taught you to relax; you don't get easily upset - administrators have come and gone - theories have come and gone - children have come and gone, but you are still teaching and teaching well in the same school system. You are a frequent participant in professional advisory groups and often address local interest groups. These new IEP's are no problem for you - you've been writing up individual educational plans for years. You have an appreciation for what the parent has to offer and believe continuous communication with parents is the key.

YOUR GOAL FOR PAUL: BY THE END OF THE SCHOOL YEAR PAUL'S WRITTEN LANGUAGE WILL BE IMPROVED TO A 3.5 LEVEL.

P.T. ANDREWS
REGULAR EDUCATION TEACHER

ROLE: AGRESSOR AND MONOPOLIZER

You are P.T. Andrews, regular education teacher. No one knows the child the way you do. Actually, you spend more time working with the child than any other professional and more than most parents, too. You know what works with this child. You have all the appropriate information and lesson plans outlined. You know the whole child and have planned for his needs. You feel the only way for this to be accomplished is for you to lead the discussion. You don't feel the others at the conference have much to contribute.

YOUR GOAL FOR PAUL: BY THE END OF THE SCHOOL YEAR PAUL'S WRITTEN LANGUAGE WILL BE IMPROVED TO A 3.5 LEVEL.

P.T. ANDREWS
REGULAR EDUCATION TEACHER

ROLE: WITHDRAWER

You are P.T. Andrews, regular education teacher. You truly love working with children. You feel confident with children, but that same confidence is not evident when you deal with parents. These conferences make you very uncomfortable. You were trained to work with children, not to work with adults. You will rely on the administrator to take over, to run the conference.

YOUR GOAL FOR PAUL: BY THE END OF THE SCHOOL YEAR PAUL'S WRITTEN LANGUAGE WILL BE IMPROVED TO A 3.5 LEVEL.

DEBRIEFING CHART

POSSIBLE GOALS:	IEP PLANNING MEETINGS #1	#2	#3	#4	#5	#6
1. INCREASED SELF-INITIATION WHEN WORKING ON INDEPENDENT EQUIPMENT						
2. DEMONSTRATE MORE AGE-APPROPRIATE INTERACTION WITH PEERS ON PLAYGROUND						
3. READING COMPREHENSION WILL BE INCREASED TO 4.0						
4. WRITTEN LANGUAGE WILL BE IMPROVED TO 3.5						

COMPONENT ONE:
ACTIVITY TWO

"DEFINING ROLE RESPONSIBILITIES"
OR
"WHO'S DOING WHAT?"

Purpose

To provide each participant with an opportunity to clarify the responsibilities of his/her formal role on an IEP team and/or to learn a process which he/she can apply in a "back-home" situation.

Group Size

Small groups of 5-7 participants. A recorder and a facilitator are needed in each group.

Note: Preferably these groups are the same ones formed for Activity 1 of Component One.

Time Required

Approximately 40 minutes.

Materials

One copy for each group of the Responsibility Definition Sheet.

One copy for each group of the list of Levels of Responsibility sheet.

Physical Setting

A table (preferably round) that will seat 5-7 participants is needed for each group.

Process

1. After the discussion of the participant's experiences with IEP teams, explain the purpose of the activity.

II. Form groups of five to seven participants.

III. Distribute the Responsibility Definition Sheet and the Levels of Responsibility sheets.

IV. Review the partial list of IEP goals and functions on the sheet.

V. Explain that the participants are to assign responsibility for each of the IEP team functions which are listed on the Responsibility Definition Sheet. Remind participants that for many functions there are no right or wrong answers.

VI. Point out that participants are to assign roles on three levels of responsibility. (Refer to the Responsibility Definition Sheet)

These are: Level 1

- primary person responsible for the accomplishment of the function
- person does the greatest amount of actual work

Level 2

- person assists in the actual work of the person with primary responsibility

Level 3

- person consults either by giving information to Level 1 person or receiving information from Level 1 person
- person does none of the actual work; responsible only for giving or receiving information

VII. Instruct teams to choose a facilitator and recorder. Explain facilitator is to keep the team on task and recorder is to fill in the Responsibility Definition Sheet with the team's decisions and report the decisions to the large group.

- Remind participants to practice the participation skills they learned in Presentation II.

VIII. After 20 minutes, ask the recorder from each small group to summarize his/her group's decisions to the large group.

IX. Refer to questions provided for each stage of the Experiential Cycle.

LEVELS OF RESPONSIBILITY

Level 1 - Complete

- primary person responsible for the accomplishment of the function
- person does the greatest amount of actual work

Level 2 - Assist

- person assists in the actual work of the person with the primary responsibility

Level 3 - Consult

- person consults either by giving information to Level 1 person or receiving information from Level 1 person
- person does none of the actual work; responsible only for giving or receiving information

RESPONSIBILITY DEFINITIONS

OR

"WHO'S DOING WHAT"

GOALS	FUNCTIONS	LEVELS OF RESPONSIBILITY		
		1. COMPLETE	2. ASSIST	3. CONSULT
ASSESSMENT				
1. To determine appropriate placement for student.	• Present information about different placement options.			
	• Disseminate team decisions to appropriate personnel.			
2. To determine instructional focus.	• Conduct and present informal observation of student.			
	• Present and interpret student's work samples.			
	• Present and interpret results of P.I.A.T.			

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Thanks to Mary Hopper, 1979.

RESPONSIBILITY DEFINITIONS*
OR
"WHO'S DOING WHAT"

GOALS	FUNCTIONS	LEVELS OF RESPONSIBILITY		
		1. COMPLETE	2. ASSIST	3. CONSULT

* Thanks to Mary Hopper, 1979.

COMPONENT ONE: PARTICIPANT'S HANDBOOK

Dear Facilitator:

The California Regional Resource Center has received permission from Prentice-Hall, Inc. to duplicate a limited number of copies of the SELF-ASSESSMENT FORM on pages 108 and 109 of the Team Dynamics Participant's Handbook.

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Thank you.

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

Attention: Emily McGee
Assistant Permissions Editor

Dear Ms. McGee:

The California Regional Resource Center has received permission from Prentice-Hall, Inc. to quote from JOINING TOGETHER: Group Theory and Group Skills by Johnson/Johnson, pgs. 245-246 in their training module titled THE TEAM APPROACH TO EDUCATIONAL DECISION-MAKING: INCREASING THE EFFECTIVENESS OF IEP TEAMS THROUGH TEAM DYNAMICS AND TEAM SKILLS. I understand that the permission they received included the duplication of only a limited number of copies. (Please refer to California Regional Resources Center's letter dated July 31, 1979.) Therefore, I am requesting permission to duplicate _____ copies of the Johnson/Johnson material found in the training materials. As was indicated in the letter from the California Regional Reosurce Center, no part of the training materials is being sold. We are using the materials in a workshop(s) for training regular education personnel in various aspects of Public Law 94-142.

Thank you for your attention to this matter.

Sincerely,

(Name), Facilitator/Trainer
District/Agency/etc.

THE TEAM APPROACH TO EDUCATIONAL DECISION-MAKING: INCREASING THE EFFECTIVENESS OF IEP TEAMS THROUGH TEAM DYNAMICS AND TEAM SKILLS

BY LYN STARR

This material was produced by the California Regional Resource Center under a contract with the Department of Health, Education, and Welfare, United States Office of Education, Bureau of Education for the Handicapped. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education, and no official endorsement should be inferred.

COMPONENT ONE:

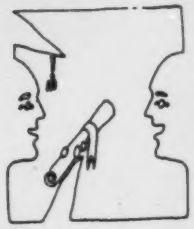
TEAM DYNAMICS

PARTICIPANT'S HANDBOOK

THE EXPERIENTIAL LEARNING CYCLE

FIVE REVOLVING STEPS

- EXPERIENCING
- PUBLISHING
- INTERPRETING
- GENERALIZING
- APPLYING



LEARNING CONTRACT*

I understand that I will be taking an experimental approach to learning about groups and the skills needed to function effectively in a team. I willingly commit myself to the statements hereunder:

1. I will use the structured experiences in this training:
   - to engage in specified behaviors,
   - to seek out feedback about the impact of my behavior on others,
   - to analyze my interpersonal interactions with other members in order to make the most of my learning.

2. I will make the most of my own learning by:
   - setting personal learning goals,
   - taking responsibility for my own learning,
   - being willing to practice new skills
   - building conclusions about the experiences highlighted in the activities and Concept Aids.

3. I will help others make the most of their learning by:
   - providing feedback in constructive ways,
   - contributing to the formulation of conclusions about the experience, highlighted in the activities and Concept Aids.

Signed _____

*Adapted from David Johnson and Frank Johnson, 1975.

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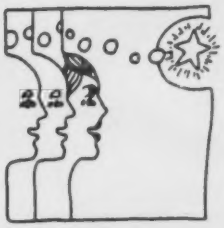


AN EFFECTIVE TEAM

A TEAM IS A UNIFIED GROUP OF PEOPLE

WHO JOIN TOGETHER IN A

COOPERATIVE PROBLEM-SOLVING

PROCESS TO REACH A SHARED GOAL.

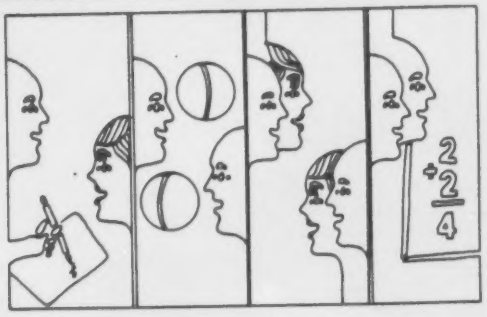
AN INEFFECTIVE TEAM

IF:

- GOALS ARE UNCLEAR
- MEMBERS UNPREPARED
- LEADERSHIP IS POOR
- COMMITMENT TO TASK IS LACKING

TEAM DELIBERATION IS UNPRODUCTIVE.

THE SAYING *"A CAMEL IS A HORSE DESIGNED BY A TEAM"*, CAN BE QUITE ACCURATE.



GOAL OF COMPONENT ONE: TEAM DYNAMICS

Groups play a vital role in our lives. We are born into a group, our family, and immediately experience the interdependence of all human beings. When we consider our family life, our business and our social life, we realize that most of us work, play, live, and learn in groups. In each of these settings we interact with others to solve problems and make decisions. Yet, rarely do we take the time to observe the manner in which we and others interact and participate in groups. The goal of Component One is to teach and share information about the knowledge and skills necessary to become a more active and effective participant in a work group or team.

MY TEAM BEHAVIOR SELF-ASSESSMENT FORM

1. I OFFER FACTS, GIVE MY OPINIONS AND IDEAS, PROVIDE SUGGESTIONS AND RELEVANT INFORMATION TO HELP THE GROUP DISCUSSION.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

2. I GIVE SUPPORT TO GROUP MEMBERS WHO ARE ON THE SPOT AND STRUGGLING TO EXPRESS THEMSELVES INTELLECTUALLY OR EMOTIONALLY.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

3. I KEEP MY THOUGHTS, IDEAS, FEELINGS, AND REACTIONS TO MYSELF DURING GROUP DISCUSSIONS.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 ALWAYS

4. I EVALUATE THE CONTRIBUTIONS OF OTHER GROUP MEMBERS IN TERMS OF WHETHER THEIR CONTRIBUTIONS ARE USEFUL TO ME AND WHETHER THEY ARE RIGHT OR WRONG.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

5. I TAKE RISKS IN EXPRESSING NEW IDEAS AND CURRENT FEELINGS DURING A GROUP DISCUSSION.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

6

MY TEAM BEHAVIOR (con't)

6. I COMMUNICATE TO OTHER GROUP MEMBERS THAT I AM AWARE OF, AND APPRECIATE, THEIR ABILITIES, TALENTS, CAPABILITIES, SKILLS, AND RESOURCES.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

7. I OFFER HELP AND OFFER ASSISTANCE TO ANYONE IN THE GROUP IN ORDER TO BRING UP THE PERFORMANCE OF EVERYONE.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

8. I ACCEPT AND SUPPORT THE OPENNESS OF OTHER GROUP MEMBERS, SUPPORTING THEM FOR TAKING RISKS, AND ENCOURAGING INDIVIDUALITY IN GROUP MEMBERS.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

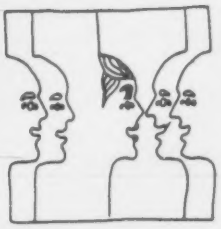
9. I SHARE ANY MATERIALS, BOOKS, SOURCES OF INFORMATION, OR OTHER RESOURCES I HAVE WITH THE OTHER GROUP MEMBERS IN ORDER TO PROMOTE THE SUCCESS OF ALL MEMBERS AND THE GROUP AS A WHOLE.

   NEVER 1 : 2 : 3 : 4 : 5 : 6 : 7 : ALWAYS

Reprinted from *Joining Together*, David Johnson and Frank Johnson, 1975.

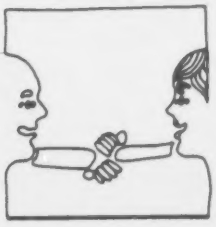
THREE MAJOR INTERPERSONAL NEEDS

INCLUSION
↘ **TO FEEL**
↘ **INCLUDED**



INFLUENCE
↘ **TO FEEL**
↘ **RESPECTED**

AFFECTION
↘ **TO FEEL**
↘ **LIKED**



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INCLUDED, RESPECTED, LIKED:
THREE INTERPERSONAL NEEDS

MATCH THE NEEDS WITH THEIR DEFINITIONS:

___1. INCLUSION	A. THE NEED TO KEEP A SATISFACTORY RELATIONSHIP REGARDING POWER AND INFLUENCE.
___2. INFLUENCE	B. THE NEED TO KEEP A SATISFACTORY RELATIONSHIP REGARDING BELONGING AND INTERACTING.
___3. AFFECTION	C. THE NEED TO KEEP A SATISFACTORY RELATIONSHIP REGARDING LIKING AND LOVING.

INCLUDED

COMPLETE THE FOLLOWING SENTENCE STEMS:

1. WHAT I USUALLY DO WHEN A NEW GROUP BEGINS _____

2. I FEEL "IN" WITH A GROUP _____

3. I INVITE OTHERS TO DO THINGS WITH ME _____

RESPECTED

1. WHEN ANOTHER PERSON LEAVES DECISIONS TO ME AND GOES ALONG WITH WHATEVER IS DECIDED _____

INCLUDED, RESPECTED, LIKED (con't)

2. WHEN A GROUP EXPECTS ME TO TAKE CHARGE _____

_____

3. WHEN ANOTHER TEAM MEMBER USUALLY TRIES TO TAKE CHARGE _____

_____

LIKED

1. I FEEL CLOSEST TO A PERSON WHO _____

_____

2. I KEEP MY DISTANCE FROM PEOPLE WHO _____

_____

3. IT'S HARD FOR ME TO EXPRESS AFFECTION I FEEL WHEN _____

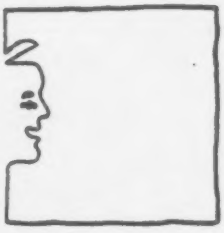
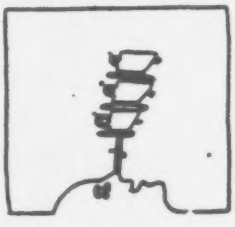
_____

4. WHEN OTHERS EXPRESS AFFECTION FOR ME _____

_____

_____

STAGES OF TEAM DEVELOPMENT

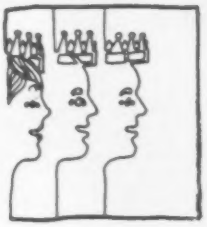
TUCKERMAN'S 4 STAGES		COG'S LADDER
FORMING	MEMBERS ARE GETTING ACQUAINTED, SHARING VALUES, AND FORMING GROUP STRUCTURE MEMBERS DEFINE THE OBJECTIVES AND GOALS	WHY WE'RE HERE PHASE POLITE PHASE
STORMING	MEMBERS ATTEMPT TO INFLUENCE ONE ANOTHER'S IDEAS, VALUES, AND OPINIONS . . . COMPETITION FOR ATTENTION, RECOGNITION	BID FOR POWER PHASE
NORMING 	MEMBERS ARE OPEN-MINDED LISTEN ACTIVELY, ACCEPT THE DIFFERENCES IN VALUES TEAM ACTION STAGE	CONSTRUCTIVE PHASE
PERFORMING 	MEMBERS DISPLAY FEELINGS OF GOODWILL, UNITY, MUTUAL ACCEPTANCE AND COHESIVENESS	ESPIRIT DE CORPS

DISTRIBUTED LEADERSHIP

Two Basic Ideas:

1) Any member may assume the role of leader by taking actions which serve the team functions.

2) Any leadership function can be served by different members.



EVERYONE SHARES THE RESPONSIBILITY OF LEADERSHIP

TASK ROLES	INTERACTIVE ROLES
INITIATING	ENCOURAGING
INFORMATION GIVING	HARMONIZING
INFORMATION SEEKING	GATE-KEEPING
CLARIFYING/INTERPRETING	COMPROMISING
SUMMARIZING	EXPRESSING TEAM FEELINGS
SURVEYING FOR CONSENSUS	SETTING STANDARDS

TASK ROLES OF TEAM MEMBERS

INITIATING

- Proposing task or goals
- Defining problem
- Proposing/suggesting ways or ideas for solving problems

INFORMATION GIVING

- Contributing information
- Giving ideas or suggestions
- Providing relevant information
  Members can play this role effectively if they take time to think through what will be discussed at the meeting. Questions such as, "What direct experience have I had with the problem?" "What actual information do I have that is relevant and valuable to the group?"

INFORMATION SEEKING

- Requesting facts
- Asking for ideas or suggestions
- Seeking relevant information
  Members can play this role effectively be reviewing the available information which is pertinent to the problem they are considering.

CLARIFYING/INTERPRETING

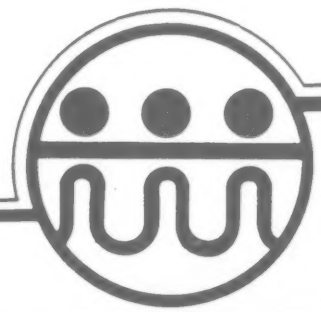
- Reflecting ideas expressed by team
- Clearing up confusion
- Giving examples
- Indicating alternatives

SUMMARIZING

- Combining related ideas
- Restating suggestion of team

SURVEYING FOR CONSENSUS

- Requesting each member's opinion/position on the issue
- Sending up "trial balloons" to assess how close the team is to agreement



INTERACTIVE ROLES OF TEAM MEMBERS

ENCOURAGING

- Accepting others and their contributions
- Showing regard by giving others opportunities to speak or be recognized

HARMONIZING

- Attempting to reconcile disagreements
- Getting members to explore their differences

GATE-KEEPING

- Attempting to keep communication open
- Facilitating participation of others

COMPROMISING

- Admitting error
- Disciplining self to maintain team cohesion

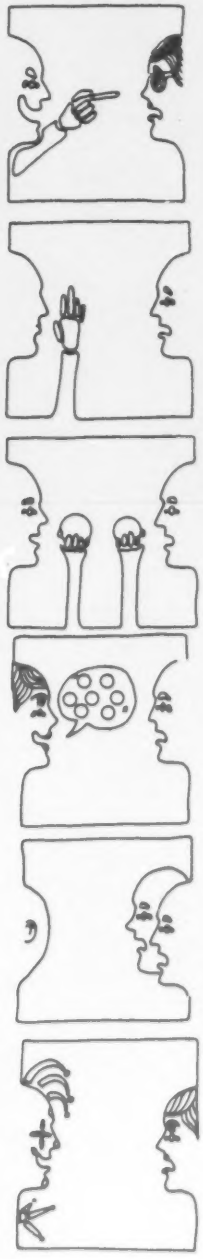
EXPRESSING TEAM FEELINGS

- Sensing feelings, moods, and interaction within team
- Sharing own feelings with the others

SETTING STANDARDS

- Expressing standards for team to achieve
- Applying standards in evaluation of team production or functioning

NEGATIVE ROLES



The Agressor

Role: individual works for own status by criticizing almost everything or blaming others

The Blocker

Role: individual goes off on tangents, argues without giving up or rejects ideas on a personal basis.

The Competitor

Role: individual feels a need to compete with another person or idea, e.g. he/she usually follows another's idea with "Yeah, but."

The Special Pleader

Role: individual has one or two favorite ideas, regardless of the purpose of the group, the special pleader works on his/her ideas.

The Withdrawer

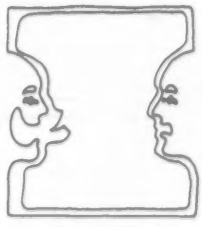
Role: individual refuses to be part of a group.

The Joker

Role: individual clowns, mimicks, and disrupts team work.

The Monopolizer

Role: individual talks all the time.



NEGATIVE ROLES

The Agressor

Role: individual works for own status by criticizing almost everything or blaming others

Purpose: to deflate the ego or status of others

TIP: One way to deal with this behavior is to confront. Ask the person whether he is aware of what he is doing and the effect it has on the group.

The Blocker

Role: individual goes off on tangents, argues without giving up or rejects ideas on a personal basis.

Purpose: to block ideas for some personal reason or vested interest

TIP: Members can seek group backing for a point, if many favor the point, a united front can be presented.

The Competitor

Role: individual feels a need to compete with another person or idea, e.g. She usually follows another's idea with "Yeah but."

Purpose: to get attention; her ideas are not as important as the attention.

TIP: Leader can solicit others comments after the competitor has made her point to prevent competitor from dominating.

The Special Pleader

Role: individual has one or two favorite ideas, regardless of the purpose of the group, the special pleader works on his ideas.

Purpose: to push "his thing".

NEGATIVE ROLES (con't)

The Withdrawer

Role: individual refuses to be part of a group.

Purpose: usually to remain uncommitted; prevent having to assume responsibility.

TIP: Members can try to bring him out with questions; rely on him for his expertise.

The Joker

Role: individual clowns, mimicks, and disrupts team work.

Purpose: it is usually to get attention.

TIP: Help joker to consider problem seriously. Encourage him when there is a need for tension release and ignore his joking when there is serious work to be done.

The Monopolizer

Role: individual talks all the time.

Purpose: trying to impress others with his knowledge, etc.

TIP: Encourage relevant information sharing, interrupt him or draw others into conversation when comments not helpful.

"DISTRIBUTED LEADERSHIP"[9]

Instructions: Match the skill with the statement.

1.	**Encouraging**	a.	"Wow, we've been working so hard! Let's take a couple of minutes to relax."
2.	**Setting Standards**	b.	"I think we are accomplishing what we set as our main goal."
3.	**Surveying for Consensus**	c.	"I think we should discuss the conflict between Jane and Carolyn to see if we can resolve it."
4.	**Gate Keeping**	d.	"Judy, I hear you saying that you don't agree with the goals we've chosen, is that right? Have any other members heard that?"
5.	**Information Seeking**	e.	"Do we all agree that Terry will spend 1 hour a day in the resource room?"
6.	**Initiating**	f.	"I think Sue's idea is a lot like Jane's and I think they can be combined."
7.	**Summarizing**	g.	"Bruce, that was a great idea. I think that would help Kerry adjust to the new setting."
8.	**Harmonizing**	h.	"Diane, which consonant blends are Bill having trouble reading?"
9.	**Expressing Team Feeling**	i.	"I would like to discuss the informal observation I did of Terry."

[9]Adapted from David Johnson and Frank Johnson, 1975.

(ANSWERS: 1G, 2B, 3E, 4C, 5H, 6I, 7F, 8D, 9A.)

EFFECTIVE	INEFFECTIVE
Participation and leadership are distributed among all members.	Participation is unequal; leadership is delegated and based on authority.
Goals cooperatively formed to meet individual and group needs.	Members accept imposed goals.
Ability and information determine influence and power.	Position determines influence; obedience to authority is stressed.
Two-way communication.	One-way communication about ideas; feelings are ignored.
Decision-making steps are matched with situation; consensus is sought for important decisions.	Decisions are made by highest authority with minimal member involvement.
Conflict is brought out and resolved.	Conflict is ignored, avoided, or denied.

LIST OF TEAM BUILDING SKILLS

CHECK THE KNOWLEDGE OR SKILLS THAT YOU FEEL YOU HAVE MASTERED.

___ 1. I KNOW THE TASK AND INTERACTIVE FUNCTIONS OF A TEAM.

___ 2. I CAN IDENTIFY LEADERSHIP (TASK AND INTERACTIVE) ROLES WHEN THEY ARE USED IN A GROUP.

___ 3. I CAN FULFILL THE LEADERSHIP ROLES WHEN THEY ARE NEEDED IN A TEAM.

___ 4. I KNOW THE DISADVANTAGES OF WITHDRAWING.

___ 5. I KNOW THE DISADVANTAGES OF BLOCKING OTHER MEMBERS.

___ 6. I KNOW THE STAGES OF TEAM DEVELOPMENT.

___ 7. I KNOW THE THREE (3) INTERPERSONAL NEEDS.

___ 8. I KNOW THE TWO CRITICAL TEAM ACTIVITIES.

THE SKILLS THAT I NEED MORE WORK ON ARE: _____

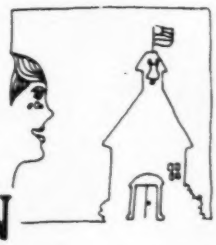
_____

_____

_____

_____

WORKSHEET FOR IDENTIFICATION AND BACKHOME APPLICATION



SKILLS WHICH I HAVE LEARNED IN THIS EXERCISE:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

WAYS IN WHICH I CAN USE THESE SKILLS IN EDUCATIONAL SETTINGS:

SKILLS	WAYS
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____